

## Code-Mixing: A Dilapidating Trend in the Punjab Textbook

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### Abstract

*Code-mixing is one of the dimensions for the increased spread of the English language around the globe. In Pakistan, it is now a common trend among masses not only in their spoken discourse but also in their written genre. Education is one of the most influenced field of the English language. The present paper investigates the occurrence of code-mixing in textbooks published by the Punjab Textbook Board (PTB). A vigilant analysis of English vocabulary in General Science Book (Grade 9-10), published by The Punjab Textbook Board (PTB) and approved by the Punjab Curriculum Authority according to National Curriculum 2006 and National Textbook and Learning Materials Policy 2007, has been conducted. A robust examination of the textbook shows that a good amount of code-mixed words have been used in textbooks even when the Urdu language is capable enough to present its Urdu-version equivalents. The current study has raised many questions, i.e., why Urdu words are so frequently replaced by English lexis even though Urdu has equivalent words? Is code-mixing in textbooks making Urdu language more flexible, or it is progressively declining individuality of Urdu language? The current study suggests that textbooks are the most influential tool for learning and teaching in academic institutions. Textbooks developers should aim to maintain the individuality of the Urdu language by avoiding unnecessary replacement of English lexes.*

**Keywords:** *code-mixing, Urdu language, English language, textbooks*

### 1. Introduction

Among all the sources of communication, language is the only means which is not unique in nature but also complicated and flexible. Many languages have been coexisting and influencing each other being part of the same community. The English language is one of the languages which always has a powerful influence on other languages. Being part of the different societies, many languages came under its leverage because of its fast spread and Urdu language is one of them. Numerous English language terminologies are part of Urdu language at present. This caused continuous switching and blending of code.

Switching, mixing, and borrowing codes of English in the national and provincial languages is one of the scopes of the spread of English in Pakistan (Rasul, 2013). Pakistan is the land where many languages are being spoken and people are bi/multilingual. This is one of the major reasons for emerging code-switching/mixing. As far as English is concerned, it has always enjoyed prestige in Pakistan. Due to its powerful effect, people feel proud to use English lexis in their day to day communication. It resulted in many words of the English language becoming part of the Urdu language.

It is recognized by the term intra-sentential switching. Code-mixing is characterized by the use of utterances or chunks of a language interleaved with another language while the speaker is mainly using the former language. These particular 'chunks' of the additional language are frequently lexical items, but they can be utilized as phrases or larger units (Rasul, 2013). Kachru (1978) stated, fundamentally, there are three stimuli for code-mixing, i.e., "role identification, register identification, and desire for elucidation and interpretation." Maschler (1998) proclaimed code-mixing as "employing two languages in a manner that a third, new code surfaces, in which essentials of the two languages are merged into an organizationally definable configuration." It is conceived that code-mixing happens when the user of language does not have equal proficiency in both the languages, and in most cases, this is an unintentional process.

### 1.1 Origin of Code-Mixing in Urdu Language

The origin of the Urdu language, according to Grierson, is Turkish, Arabic, Persian, and Sanskrit (as cited in Mushtaq & Zahra, 2012). After the invasion of the British Empire in the subcontinent, Sir Syed Ahmed Khan thought of educating people through literature and he advocated the simplification of the Urdu language. According to his point of view, the language gets more effective as it gets simpler. Not only he stressed utilizing Urdu literature as teaching material for education and development of Muslims that reside in the subcontinent but also paved the means for the English Language. In the start, Muslim community of the subcontinent showed some resistance, but later not only "Urdu Assan Tehreek" came into being but also remained successful in changing traditional Urdu and Muslims' viewpoints towards the English language. This influence was much deep-rooted that even after independence one could not get free from the clutches of the English language. Consequently, English has become the official language of Pakistan. History is the witness that the Urdu language has undergone many changes from 1857 to 1947. It became more simple and flexible and the influence of the Persian language decreased. Now in the current situation, English has penetrated in Urdu to the degree that even a layman or illiterate is using English vocabulary in one's day-to-day communication. Words like *plate*, *glass*, *television*, *dressing table*, *sorry*, *thank you*, etc. are frequently used in routine communication without any awareness of code-mixing.

### 1.2 Role of Code-Mixing in Punjab Textbooks

The progressive development of language in the form of enrichment, expression, and wordsmithing entails from linguists, intellectuals, and academic institutions. In academic institutions, the academic curricula and textbooks at the early period of schooling lay the foundation stone to conform to the language with contemporary advances. As far as Pakistan is concerned, English is ruling in academia before and after

its inception on the globe and is playing its role as a primary channel of imparting knowledge at all levels.

Textbooks are one of the biggest and reliable sources of information for students of every age group. They assist in offering a selected global-view to scholars (Rahman, 2002). It is vital to provide a very good piece of expertise about the situation to whom they are concerned. Textbooks, according to Chambliss and Calfee (1998), are collections of new and exciting understanding of fantastic experiences. They function as a primary means of imparting content knowledge and a fundamental device inside the system of teaching and gaining knowledge of (Mahmood, 2011, 2009). They also authenticate social and academic *standards* and transmit them to all the children in classrooms (Sabir, 2008). As far as language textbooks are involved, they exhibit linguistic norms of the society that are to be conducted. Textbooks are not only the most effective supply of records but additionally a radical tool of gaining knowledge (Mahmood, 2010). Textbooks of a language have a large part of the legacy of that particular language and used to preserve the purity of the language. The students learn a language in a classroom situation with the help of recommended books that are founded on their previously planned curricula.

### 1.3 Significance of the Current Research

Code-mixing is not a new phenomenon, and it takes place in almost all languages around the globe. The current study aims to explore to what extent code-mixing of the English language is used in Urdu medium textbooks and whether or not the Urdu language has sufficient equivalents of the inserted English lexis. It also investigates the use of continuous insertion of English words making Urdu language flexible or worse.

## 2. Literature Review

In the process of learning and teaching, textbooks have always enjoyed a central position in Pakistan. Especially in schools, textbooks are considered as the hub of entire knowledge on the subject content. The process of compilation, evaluation, and publishing demands a great deal of constant attention and vigilant scrutiny. In Pakistan, as in every country, there is a proper system of textbook evaluation (Mahmood, 2009). Mahmood (2009) studied eight characteristics of textbooks and pointed out some flaws in the quality of selected textbooks. He proposed to assign the duty of development and evaluation of textbooks to experienced curriculum developers rather than teachers. The researchers hold the same stance and strongly suggested taking notice of improving the quality of textbooks. Rahman (2002) also presumed the ideological prejudice in Pakistani textbooks and recommended immediate improvement.

Mushtaq and Zahra (2012) analyzed code-mixing in television advertisements. The researchers aimed at analyzing the extent and impact of code-mixing in advertisements shown on different channels in Pakistan. Data recording of 3 Pakistani channels, which were Geo TV, ARY Digital Network, and Hum TV were used for analysis. A questionnaire was established and circulated to identify the views and effects of code-mixing on the spectators of TV advertisements. The study established on the result that code-mixing is a common practice, and it is used as a tool to grab the attention of the viewers.

Likewise, Asghar (2012) conducted a study, and he was of the view that hybridization is the result of code-mixing. Hybridization is a common phenomenon in the bi-multilingual community. Due to frequent mixing of languages, a new variety emerged which shared features of both languages, but having its independent grammatical features. Asghar (2012) supported his conclusion by giving some examples such as "*leaderan, machinain, classon, quomi assembly, hakomatimemberan*". He also observed that some speakers are in the habit of repeating English equivalents of Urdu words either to show their knowledge and command on the English Language or to express their status consciousness.

Furthermore, Talaat (2002), in her study titled "The Form and Functions of English in Pakistan", collected data from English newspapers and magazines published in Pakistan. The selected text was inspected by comparison of "standard British English" and Urdu sentence construction. It was perceived that the structure of Urdu has significantly influenced the English language giving rise to Pakistani English. She also observed structural discrepancy in language and concluded that it was due to code-mixing and literal translation.

Poplack (1978) added tag switching as an additional type, but, mainly, the term code-switching contains the rest of the types. Most of the studies overlook code-switching in written text beside its existence, even in the mentioned definition. His study focused on code-switching in newsletter articles by native English speakers living in Japan. Language textbooks-based research is, particularly, a neglected area of research.

Bing (2011) highlighted loan words in Chinese textbooks and of the view that the majority of words are from the English language. The research emphasizes on the quantification of borrowed incidences. Moreover, the researcher proposes the protection of language from the effects of foreign language and culture. The idea supports the researchers' claim that redundant code-switching needs to be controlled in the field of education, particularly, in language textbooks.

Hall-Lew (2002) studied two utmost significant languages of the globe, Chinese and English, Chinese with the perspective of English used in the Chinese language. The

researcher was of the view that the overuse of code-mixing had resulted in language change.

In Pakistan, Khurshid et al. (2010) studied female representation in English and Urdu textbooks. According to his study, females are portrayed as undervalued. He recommended amendment in them. Though this study has no direct relation to the current research, it highlights the weaknesses existing in Pakistani textbooks.

Anwar (2007) studied code-switching in Pakistani English newspapers and informed switching of Urdu phrases and clauses, whereas, Qadir and Rasul (2009) analyzed code-switching in Pakistani Urdu newspapers and reported recurrent switching of English. They illustrated that it mainly stemmed from globalization and language contact. These studies highlighted frequent code-switching in the written text through the medium of print media in Pakistan. The studies of English borrowing in Urdu magazines prompted this study, and it investigates the extent to which the English language has penetrated Urdu textbooks. Textbooks are supposed to provide standard language and serve a series of functions from providing an outline for a program to the maintenance of quality in instruction and education. Byred (2001) states that teachers mostly depend on textbooks because they believe that books have the required content. Hence, if textbooks are intended to develop language competence, they are supposed to contain the best form of language they are teaching.

The researcher holds the same opinion but from a different perspective concerning textbooks-based study. The researcher has observed the unnecessary use of English in Urdu textbooks although Urdu has substitutes for such words. The current study is unique in the sense that it will be helpful for the writers, authors, and evaluators of the textbooks to be careful about the use of the English words in Urdu script textbooks.

### **3. Methodology**

The presented study has focused on the insertion of code-mixing in PTB. The researcher had chosen Urdu language textbooks published by the Punjab Textbook Board approved by The Punjab Curriculum Authority according to National Curriculum 2006 and National Textbook and Learning Materials Policy 2007. The researcher collected the corpus from the General Science book of Matriculation level for Arts Group. It investigated the frequency of occurrence of the code-mixed words.

The current study falls in qualitative and quantitative research. It not only counts the occurrence of each instance but also explores why and how it occurs.

In the data analysis section, data were classified under two major categories:

- a) At word level
- b) At compound words and phrase level

It was examined whether the words/linguistic items that are code-mixed have an Urdu equivalent or not. It is significant to mention here that many linguistic items/words are used recurrently in the book. To avoid any confusion in the quantification of data, every new item that occurred in the book is counted as one 'instance' of code-mixing; nevertheless, any element that occurred more than once, its occurrence was shown against it in the table. The term 'occurrence' is used to refer to the total times these items are found. It indicates that if the word 'pollution' is found nine times in a magazine, it will be considered as one 'instance' and nine 'occurrences' of the linguistic item *pollution*.

#### 4. Results and Discussion

The research data were analyzed and results are inferred therein. The total instances of code-mixing of single lexical items in *General Science Book* are presented in Table 1.

Table 1

*Total Instances of Code-Mixed Words in 'General Science Book' of PTB*

Code-Mixed Words	Urdu Equivalent Words	Code-Mixed Words	Urdu Equivalent Words
Energy <sup>124</sup>	<i>Tawanai</i>	Growth <sup>17</sup>	<i>Nash-o-Numa</i>
Protein <sup>70</sup>	<i>Lehmiyat</i>	Negative <sup>17</sup>	<i>Manfi</i>
Temperature <sup>65</sup>	<i>Darja e Hararat</i>	Difference <sup>17</sup>	<i>Faraq / Tafreeq</i>
Reaction(s) <sup>55</sup>	<i>Rad-e-Amal</i>	Metal(s) <sup>16</sup>	<i>Dhatein</i>
Elements <sup>52</sup>	<i>Anasir</i>	Positive <sup>16</sup>	<i>Musbat</i>
Chemical <sup>50</sup>	<i>Chemyai</i>	System <sup>15</sup>	<i>Nizam</i>
Carbohydrates <sup>40</sup>	<i>Nishasta</i>	Respiration <sup>14</sup>	<i>Tanafus</i>
Compounds <sup>38</sup>	<i>Murakbaat</i>	Digestive <sup>14</sup>	<i>Inhazam</i>
Process <sup>33</sup>	<i>Amal</i>	Electric <sup>14</sup>	<i>Barqi</i>
Material(s) <sup>31</sup>	<i>Mawaad</i>	Enzymes <sup>13</sup>	<i>khamra</i>
Fats <sup>30</sup>	<i>Chiknai</i>	Growth <sup>13</sup>	<i>Nash-o-Numa</i>
Tissues <sup>30</sup>	<i>Raishey</i>	Photosynthesis <sup>12</sup>	<i>Ziya-e – Ta'aleef</i>
Density <sup>25</sup>	<i>Kasafat</i>	Starch <sup>12</sup>	<i>Nishasta</i>
Oil(s) <sup>24</sup>	<i>Tail</i>	Crystal <sup>11</sup>	<i>Qalam</i>
Cell(s) <sup>23</sup>	<i>Khliye</i>	Stimulus <sup>11</sup>	<i>Moharik</i>
Biological <sup>20</sup>	<i>Hayatiati</i>	Atmosphere <sup>11</sup>	<i>Aab-o-HAwa</i>
Veins <sup>19</sup>	<i>Nus / Rug</i>	Resistance <sup>11</sup>	<i>Muzahamat</i>
Acids <sup>18</sup>	<i>Taizaab</i>	Oxidation <sup>10</sup>	<i>Amal-e-Takseed</i>
Ion(s) <sup>17</sup>	<i>Barqi Para</i>	Infrared <sup>10</sup>	<i>ZirienSurkh</i>
Response <sup>9</sup>	<i>Rad e Amal</i>	Calories <sup>7</sup>	<i>Hararey</i>
Current <sup>9</sup>	<i>BarqiBaar</i>	Infection <sup>7</sup>	<i>Waba</i>
Pollution <sup>9</sup>	<i>Aloodgi</i>	Random <sup>7</sup>	<i>BeyTarteeb</i>

Electrical <sup>9</sup>	<i>Barqi</i>	Solvent <sup>6</sup>	<i>Mohalil</i>
Size <sup>9</sup>	<i>Jisamat</i>	Vertebrate <sup>6</sup>	<i>Fukra Dar</i>
Lipids <sup>8</sup>	<i>Hayatiati</i>	Fix <sup>6</sup>	<i>Pukhta Karna</i>
Lubricant <sup>8</sup>	<i>ChiknaiWala</i>	Recycling <sup>6</sup>	<i>Baz Gardani</i>
Solubility <sup>8</sup>	<i>Hal Paziri</i>	Glands <sup>6</sup>	<i>Ghadood</i>
Bodies <sup>8</sup>	<i>Ajsam</i>	Vessel(s) <sup>6</sup>	<i>Shiryan</i>
Muscles <sup>8</sup>	<i>Uzla / Bafat</i>	Motion <sup>6</sup>	<i>Harkat</i>
Salt(s) <sup>8</sup>	<i>Namkiat</i>	Range <sup>6</sup>	<i>QisamWaar</i>
Effect <sup>8</sup>	<i>Asar</i>	Rare <sup>5</sup>	<i>GhairMamooli</i>
Medicine <sup>8</sup>	<i>Dawa</i>	Lighting <sup>5</sup>	<i>Roshni</i>
Transport <sup>8</sup>	<i>Naql o Hamal</i>	Organic <sup>5</sup>	<i>Na'miyati</i>
Potential <sup>8</sup>	<i>Kabliat</i>	Drug(s) <sup>5</sup>	<i>Dawa</i>
Supply <sup>8</sup>	<i>Mohiyakarna</i>	Injection <sup>5</sup>	<i>Teeka</i>
Function <sup>8</sup>	<i>Fa'al</i>	Type(s) <sup>5</sup>	<i>Iqsaam</i>
Charge <sup>8</sup>	<i>Qeemat</i>	Depression <sup>5</sup>	<i>Dabao</i>
Paints <sup>7</sup>	<i>Rung Amaizi</i>	Transport <sup>5</sup>	<i>Naqal o Hamal</i>
Code-Mixed Words	Urdu Equivalent Words	Code-Mixed Words	Urdu Equivalent Words
Combustion <sup>7</sup>	<i>AtishGiri</i>	Constant <sup>5</sup>	<i>Mustqil</i>
Dispose <sup>7</sup>	<i>Nakas</i>	Catalyst <sup>5</sup>	<i>AmalAngaiz</i>
Universal <sup>4</sup>	<i>Aalam</i>	Species <sup>3</sup>	<i>Nou / Anwaa</i>
Vegetative <sup>4</sup>	<i>NamoPazeer</i>	Potential <sup>3</sup>	<i>Qabliyat</i>
Malnutrition <sup>4</sup>	<i>GhazaiQilat</i>	Record <sup>2</sup>	<i>Mehfozaat</i>
Counselling <sup>4</sup>	<i>Mushawarat</i>	Branches <sup>2</sup>	<i>Shakhein</i>
Quality <sup>4</sup>	<i>Khasiat</i>	Agriculture <sup>2</sup>	<i>Zara'at</i>
Solar <sup>4</sup>	<i>Shamsi</i>	Transgenic <sup>2</sup>	<i>Jean Yafta</i>
Direct <sup>4</sup>	<i>Bilawasta</i>	Herbicide <sup>2</sup>	<i>Nabata Kush</i>
Force <sup>4</sup>	<i>Taqat</i>	Packing <sup>2</sup>	<i>Bandhana</i>
Instrument <sup>4</sup>	<i>Alaa</i>	Sucrose <sup>2</sup>	<i>Chini /Shaker</i>
Diamond <sup>3</sup>	<i>Heera</i>	Rickets <sup>2</sup>	<i>Sookha</i>
Inert <sup>3</sup>	<i>GhairFa'al</i>	Puberty <sup>2</sup>	<i>Balooghat</i>
Donor <sup>3</sup>	<i>AtiyaDaineyWala</i>	Aging <sup>2</sup>	<i>Burhapa</i>
Fungus <sup>3</sup>	<i>Funjai</i>	Unit <sup>2</sup>	<i>Akai</i>
Lubricant <sup>3</sup>	<i>Chiknai</i>	Influenza <sup>2</sup>	<i>NazlaZukaam</i>
Coordination <sup>3</sup>	<i>Tawun</i>	Sewage <sup>2</sup>	<i>Kechar</i>
Stage <sup>3</sup>	<i>Marhala</i>	Carrier <sup>2</sup>	<i>BaarBardaar</i>
Space <sup>3</sup>	<i>Jaga</i>	Endangered <sup>2</sup>	<i>PurKhatar</i>
Products <sup>3</sup>	<i>Ashiya</i>	Store <sup>2</sup>	<i>Godaam</i>
Reactor <sup>3</sup>	<i>Ta'amulAngaiz</i>	Orbit <sup>2</sup>	<i>Madaar</i>
Electric <sup>3</sup>	<i>Barqi</i>	Fitness <sup>2</sup>	<i>Mozooniyat</i>
Variable <sup>3</sup>	<i>Mutaghiar</i>	Leakage <sup>2</sup>	<i>Akhraj</i>
Alternating <sup>2</sup>	<i>Mutabaadil</i>	Live <sup>1</sup>	<i>Lachakdaar</i>
Position <sup>2</sup>	<i>Jaga / Halut</i>	Wire <sup>1</sup>	<i>Taar</i>
Display <sup>2</sup>	<i>Numish</i>	Fungal <sup>1</sup>	<i>Funjai</i>
Device <sup>2</sup>	<i>Alaa / Tadbeer</i>	Retort <sup>1</sup>	<i>HazirJawabi</i>
Display <sup>2</sup>	<i>Muzahira</i>	Community <sup>1</sup>	<i>Baradari</i>
Attend <sup>1</sup>	<i>Hazirhona</i>	Waste <sup>1</sup>	<i>Zaya Karna</i>
Inertial <sup>1</sup>	<i>Jamoodi</i>	Saliva <sup>1</sup>	<i>Thook</i>

Reservoir <sup>1</sup>	<i>Zakheera</i>	Smog <sup>1</sup>	<i>Dhund</i>
Assimilation <sup>1</sup>	<i>Istehaala</i>	Beach <sup>1</sup>	<i>Sahil</i>
Grease <sup>1</sup>	<i>Chiknai</i>	Anti-bodies	<i>ZidJism</i>

Table 1 above shows the occurrence of each instance in the book. According to Hoffman (1991), ‘code switching most commonly occurs at the word level’. It is easier to insert open-ended words into the grammar of the target language. In the presented data, a large number of such occurrences have been found under this category.

Prasad (2008) accounted code-mixing as ‘linguistic cocktail’ which involves ‘a few words of one language and a few from others, and again a few words from the former and a few from the latter and so on, mix up’ and such ‘changes generally take place more or less randomly’. In *General Science Book*, a total of one hundred and forty-five (145) code-mixed words have been used. In the category of code-mixed words, the researcher found those words for which Urdu equivalent was used almost a decade ago, including the following words: photosynthesis, compounds, reactions, temperature, boiling point, freezing point, energy, biological, chemical, tissues, bodies, agriculture, growth, nature, system, elements, coordination, response, glands, puberty, salts, injection, stage, depression, atmosphere, space, quality, force, alternating, resistance, solar, positive, negative, motion, live, wire, function, and instruments. These are commonly used words in PTB. Although their Urdu equivalents do exist, still they are preferred and used so frequently that now they have become part of daily Urdu conversation. It is found that in terms of code-mixing of the single lexical item, all the mixed items are nouns. The words *energy* (*tawanai*), *protein* (*lehmiyat*) and *temperature* (*darja-e-hararat*) occurred with the highest frequency of 124, 70, and 65, respectively.

Table 2

*Total Instances of Code-Mixed Compounds and Phrases in ‘General Science Book’*

English Compounds and Phrases	Urdu Equivalent Compounds and Phrases	English Compounds and Phrases	Urdu Equivalent Compounds and Phrases
Chemical Reactions	<i>Chemyai Ta'amulaat</i>	Building Blocks	<i>Amaarti Blaak</i>
Nuclear Energy	<i>Johari Tawanai</i>	Paper Bag	<i>Kaghaz ka lafafa</i>
Building Material	<i>Amaarti Samaan</i>	Mineral Salts	<i>Samndari Nimkiyat</i>
Freezing Point	<i>Nuqta-e-Injamaad</i>	Root Tubers	<i>Jarrka Warum</i>
Boiling Point	<i>Nuqta-e-Hararut</i>	Balance Diet	<i>Mutwazan Ghaza</i>
Fire Fighting	<i>Aag Bujhana</i>	Nerve Cells	<i>Asbi Khliye</i>
Advertising Sign	<i>Ishtehari Alamut</i>	Sterilized Food	<i>Jarseem kush khorak</i>
Non-reactive	<i>Ghair Fa'ali</i>	Global Warming	<i>Alamgir Hararut</i>
Street Lighting	<i>Noor Andazi</i>	Kinetic Energy	<i>Harki Tawanai</i>

Nervous System	<i>Asbi Nizam</i>	Live Stock	<i>Maal Mowaishi</i>
Endocrine system	<i>Daron-e-Afraazi System</i>	Earth Wire	<i>Zameeni Taar</i>
Waste Material	<i>Fuzla</i>		

Code-mixed instances are those for which the target language has equivalents, but for the purpose of convenience, code-mixed words from the other language are used. It is observed that in Urdu medium textbooks, not only mixing of single words but also compounds and phrases are found. In Table 2, the total number of such occurrences has been mentioned. The total number of such instances are twenty-three (23). Compound phrases are those in which the phrases are formed by two or more English words (e.g. building material, freezing point, boiling point, balance diet).

## 5. Conclusion

The occurrence of code-mixing is an integral component of a bi/multilingual society that allows bi/multilingual speakers to converse conveniently. Code-mixing is limited to single words or idiomatic phrases." Code-mixing occurs when a bilingual speaker fails to communicate intelligibly in one language. Sometimes, the code-mixing of a word occurs because it is shorter and thus requires less linguistic effort. Books are the future of any society, therefore, they reflect contemporary literary practices.

The analysis of the current study has shown that English language has become an integral part of the Urdu language. The data for this research was taken from the *General Science* book of PTB. Textbooks are considered to present the Standard Language of the country. It is quite irrational to use scientific names and forms for different linguistic items, especially when Urdu has its equivalent forms.

The findings show that a substantial number of code-mixed words were repeated several times, i.e., 1 to 145 times in the text. The greatest frequency of words occurred in the bracket of 8-145 at several locations in the lessons. This aspect signifies that a wide number of words from the English language had been inserted into Urdu text as to make the subject-matter more familiar to the students. Therefore, it is recommended that minimum number of code-mixed words may be imported from English language into the textbook of Urdu-medium of instruction. The code-mixed words may be borrowed in case alternative words are not currently available in the Urdu language.

The researchers strongly advocate a careful analysis of Urdu textbooks. There is a need to improve the quality, as well as the evaluation procedure because textbooks are the heritage of language and culture of the people who own it. This heritage needs to be protected by the frequent insertion of outlandish words because the lifespan of every loanword, according to Mayers-Scotton (1995), begins as a code-switch. There is a need to fill the gap in textbook research methodology as well as research as pointed out by Nicholls (2003). Some code-mixing from English is essential to replace the words for

which proper Urdu equivalents do not exist such as *community, charge, team, internet, radio, computer* and so forth (Asghar, 2004). Some others have their equivalents, but bi/multilingual people avoid it due to their convenience.

The researcher supports the standpoint of Rahman (2002) who strongly recommends the state to take immediate action to review textbooks. This is so because textbooks are influential tools for teaching and learning. Another reason for the same issue is that Pakistani students learn Urdu (their native language) in schools with the assistance of textbooks. They perceive these English shifts and add them to their Urdu lexicon. In this way, they remain unable to learn their Urdu equivalents. It harms the enthusiasm towards their national language as well as to the nation's unity.

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